



Office of New Schools
Chicago Public Schools
125 S Clark St, 10th Floor
Chicago, IL 60603

CEO Barbara Byrd-Bennett:

Connected Futures Academies (CFA) plans to open Choice (alternative) schools across the city of Chicago directly supporting the career development programs at City Colleges of Chicago (CCC). CFA has a plan that I can support!

I believe that the CFA will be a significant asset to the recruitment efforts of CCC as well as to the students it plans to serve, and that the programs offered by CFA can proactively stem the tide of violence and despair we see too often in communities across Chicagoland.

We support CFA's belief that by providing an engaging educational environment specifically tailored to the needs of so many of our youth, you can reduce the despair so many of our lost youth experience on a day-to-day basis. I believe that the partnerships Connected Futures Academies plan to develop with the faith based community and other stakeholders is a holistic approach to serving those that are lost and in need of direction. Additionally, CCC fully recognizes that it is not enough for our youth to achieve just a high school diploma, it is imperative that we prepare them for opportunities that may lead to gainful employment.

City Colleges of Chicago is prepared to support CFA's work by working together to create transitional programming and developing ways to communicate career planning to its student body; as well as offer Dual Credit / Dual Enrollment opportunities for its students.

It is my belief that CFA's plans can be another strategy that can be implemented to educate those that have not found success in the traditional public school.

Sincerely

A handwritten signature in black ink, appearing to read 'Sharod Gordon', is written over a large, light-colored circular scribble.

Sharod Gordon

Associate Vice-Chancellor

Legislative, Government & Community Affairs

FORM **NFP 102.10**

ARTICLES OF INCORPORATION

General Not For Profit Corporation Act

File # **69257631**

Filing Fee: \$50

Approved By: JXR

FILED

SEP 27 2013

Jesse White

Secretary of State

Article 1.

Corporate Name: CONNECTED FUTURE ACADEMIES

Article 2.

Registered Agent: RON GILES

Registered Office: 4124 S ELLIS AVE

CHICAGO IL 60653-3014 COOK COUNTY

Article 3.

The first Board of Directors shall be 5 in number, their Names and Addresses being as follows

LAUREN MCCADNEY, 4124 SOUTH ELLIS, CHICAGO, ILLINOIS 60653

JAMES ALEXANDER, 4124 SOUTH ELLIS, CHICAGO, ILLINOIS 60653

MARILYN JOHNSON, 4124 SOUTH ELLIS, CHICAGO, ILLINOIS 60653

DR. BONITA CARR, 4124 SOUTH ELLIS, CHICAGO, ILLINOIS 60653

KEVIN SLAUGHTER, 4124 SOUTH ELLIS, CHICAGO, ILLINOIS 60653

Article 4. Purpose(s) for which the Corporation is organized:

Educational.

Is this Corporation a Condominium Association as established under the Condominium Property Act? Yes No

Is this a Cooperative Housing Corporation as defined in Section 216 of the Internal Revenue Code of 1954? Yes No

Is this Corporation a Homeowner's Association, which administers a common-interest community as defined in subsection (c) of Section 9-102 of the code of Civil Procedure? Yes No

Article 5. Name & Address of Incorporator

The undersigned incorporator hereby declares, under penalties of perjury, that the statements made in the foregoing Articles of Incorporation are true.

KEVIN SLAUGHTER
Name

22631 NATURE CREEK CIRCLE
Street

Dated SEPTEMBER 27, 2013
Month & Day Year

FRANKFORT, IL 60423
City, State, ZIP

**2013 Request for Proposals for New Schools
INSPECTING ARCHITECT'S REPORT**

Please note, where ADA issues are noted herein, be sure they are included in the additional ADA Compliance Report (Appendix G).

Site Address: 1701 W. 13th Street

Number of Buildings: 1

(Please complete a separate report for each building on site that students will access)

School Name: Connected Futures Academies - Allied Health and Technology Campuses

Inspector's Name: Nia Architects, Inc.
(include firm if appropriate) Anthony Akindele, AIA

Telephone: 312-431-9515

Date: 09/26/2013

**2013 Request for Proposals for New Schools
INSPECTING ARCHITECT'S REPORT**

General Building Info			
Construction Type (if multiple types, list all)	<u>Type I Fire Resistive</u>		
Approximate Age of each construction type, building addition, wing, etc.	<u>80 yrs.</u>		
Approximate Size of Building (sq. ft.)	<u>28,667</u>	Useable Space (sq. ft.)	<u>26,627</u>
Approximate Amount of Space School Needs (sq. ft.)	<u>20,000</u>		
Number of Floors	<u>4</u>	Approximate sq. ft. per Floor	<u>7,000</u>
	<input type="checkbox"/> Occupied	<input checked="" type="checkbox"/> Unoccupied	
Current and Previous Uses	<u>Office Building</u>		
Appearance	<input type="checkbox"/> Poor	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Excellent
Maintenance	<input type="checkbox"/> Poor	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Excellent
Describe Area	<input type="checkbox"/> Depressed	<input checked="" type="checkbox"/> Stable	<input type="checkbox"/> Prosperous
Current Zoning	<u>PD 30</u>	Is school use permitted?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

ILLINOIS STATE BOARD OF EDUCATION
 Special Education & Support Services
 100 North First Street, E-228
 Springfield, Illinois 62777-0001

CHARTER SCHOOL INITIAL APPLICATION FOR
 SPECIAL EDUCATION SERVICES

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 226.10 SUBTITLE A SUBCHAPTER f SUBPART A: GENERAL

Section 226.10 Purpose

This Part establishes the requirements for the treatment of children and the provision of special education and related services pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300, as amended by 71 Fed. Reg. 46540 (August 14, 2006, no later amendments or editions included)), and Article 14 of the School Code [105 ILCS 5/Art.14]. This Part also distinguishes between requirements derived from federal authority and those imposed additionally pursuant to Article 14 of the School Code or the authority of the State Board of Education. The requirements of IDEA, its implementing regulations, and this Part shall apply in every instance when a child is or may be eligible for special education and related services. (Source: Amended at 31 Ill. Reg. 9915, effective June 28, 2007).

Pursuant to the authority of the Illinois State Board of Education under 105 ILCS 5/27A-7(a)(15), the proposal must outline a plan for the provision of special education services.

CHARTER SCHOOL NAME Connected Futures Academies	DISTRICT NAME AND NUMBER Chicago Public Schools #299
ADDRESS (Street, City, State, Zip Code) 10 West 35th Chicago, Illinois 60616	TELEPHONE (Include Area Code) 312- 523-3377
	FAX (Include Area Code)
	DATE OF APPLICATION SUBMISSION September 30, 2013
GRADES TO BE SERVED 10-12	TOTAL NUMBER OF STUDENTS TO BE SERVED 66
CONTACT NAME Ronald Giles	CONTACT TELEPHONE (Include Area Code) 312-523-3377
	CONTACT E-MAIL cyschicago@gmail.com

ISBE USE ONLY:

Review # _____ Date _____

Instructions for required corrections AND clarification:

I. APPLICATION PROCESS

CHARTER SCHOOL NAME	ISBE REQUIREMENTS	CHARTER SCHOOL PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME AND TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Connected Futures Academies</p>	<p>Explain what activities are implemented to ensure that parents understand that all children, including children with disabilities, are eligible to participate in the lottery and that the school will provide a continuum of services to address the student's special education needs.</p>	<p>CFA understands that many students have been pushed or counseled out of school and/or special education. In all CFA recruitment documents, on the CFA website, in the CFA policy and procedures manuals and in direct conversations with parents, CFA strives to make parents understand that CFA welcomes all students with disabilities and IEPs. CFA serves students with multiple barriers: dropouts; truants; teen parents; victims of violence; gang involvement; high poverty; homelessness; and, health and mental disabilities. CFA students have high turnover and mobility rates. This requires that CFA have the necessary teacher and clinician allocations available from the Chicago Public Schools so as to meet the needs of CFA high enrollment periods.</p> <p>CFA conducts the following activities to ensure that parents understand that all children are eligible to participate in the CFA lottery by:</p> <ol style="list-style-type: none"> 1. Advising the public of the rights of eligible students via advertisement on the CFA Web-Site and the Online Lottery Application. 2. Distributing information regarding the Lottery Process to church groups, community-based organizations and local libraries. 3. Publishing in the Enrollment Section of the Policy and Procedure Manual an "All Students with Disabilities (SWDS) Entry" which states that all SWDS are eligible to participate in the CFA Lottery. Students and/or parents who are able to complete the lottery application on their own can do so, but CFA provides support in completing the lottery to anyone who does not have the resources or availability to do. CFA staff will schedule appointments during the lottery application period with these individuals at CFA and complete the lottery application with them explaining all aspects 	<p>Director of Operation and Finance</p> <p>Registrar</p> <p>Site Director</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Clarification needed</p>

II. CHILD FIND

CHARTER SCHOOL NAME

Connected Futures Academies

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<p>Explain how Child Find activities are implemented to identify any students who may be eligible for special education services and how these activities are coordinated between the charter school and the district. Also, include a reference to ensuring timeliness of identification by the student's third birthday.</p>	<p>PLEASE NOTE: STUDENTS WHO ATTEND CFA ARE AGES 16-21.</p> <p>CFA conducts the activities listed below for creating public awareness of special education programs: advising the public of the rights of eligible students; advising parents and adult-age students of their rights; and, alerting community residents of the need to identify, locate and evaluate students who are suspected of having a disability.</p> <p>For the purpose of sharing information about CFA's Child Find efforts, we have broken down our into seven elements which are individually defined below:</p> <ol style="list-style-type: none"> 1. Definition of Target Population A description of the population served by CFA is included in all public advertisements (parent handbooks, student handbooks, newsletters, website) 2. Public Awareness CFA creates educational resources to post on our website that informs the public about the special education services provided to students suspected of having a disability. 3. Referral/Intake CFA will publish on its website a one-page graphic display of the CFA Special Education Process Map which describes the process of "Identification" to "Initiation of Services." <p>Referrals may result from Child-Find efforts or the continued failure to meet the needs of the student in the General Education Program. Any concerned person, including but not limited to school personnel, the parents of the student, and others in the school may make a referral.</p> <p>Taking into account Special Education Laws, post <i>Initiatev. each campus will provide each new CFA</i></p>	<p>CFA - Director of Education Site Director</p> <p>CPS - Specialized Support Administrator (SSA)</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Clarification needed</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME
Connected Futures Academies

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<p>a) Referral system – describe steps for initial evaluation and Reevaluation;</p>	<p>Referral System Steps</p> <p>Each CFA Campus conducts screenings to determine which students are in need of evaluation. CFA informs the public of the process for conducting group screenings through school handbooks, newsletters, Child Find activities, letters, or similar methods. Screening may also occur when a particular child is referred for evaluation for special education in order for CFA to determine if evaluation is necessary. CFA employs the following a screening tool..</p> <ul style="list-style-type: none"> • The STAR Reading and Math Universal Screener to identify students potentially in need of special education and related services • CFA shares screening results with adult-age students, parents/guardians. • The Response to Intervention Team (RtI) to assist students who are experiencing unique problems that are interfering with educational and behavioral success <p>Referral: Initial Evaluation:</p> <p>At Initial Referral for Evaluation at all CFA Campuses may be as a result of ...</p> <ul style="list-style-type: none"> • Child Find Activities • RtI Analysis • A referral made either by the campus (through a teacher or other school personnel involved in the student's education) or by a parent or guardian. • The "date of referral" is the date of written parental consent for an evaluation. <p>Request for Initial Evaluation-Initial Eligibility</p> <ul style="list-style-type: none"> • Within 14 school days after receiving a request for an evaluation, the CFA IEP Team made up of the Campus Case Manager, the Site Director, General 	<p>SPED Teacher</p> <p>Case Manager</p> <p>Site Director</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Clarification needed</p>

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<p>b) Evaluation – describe how the areas for evaluation are determined;</p>	<p>PLANNING THE EVALUATION</p> <p>The Campus Case Manager contacts the members of the IEP Team and convenes a meeting of the IEP Team following the relevant steps below to plan the full and individual evaluation (FIE) using the Consent for Evaluation Assessment Planning Form to document these steps.</p> <p>Step One:</p> <p>Determine which of the eight domains are relevant to the student's suspected disability.</p> <p>The evaluation covers only the domains that are relevant to the individual student. The guidelines below help to determine the relevancy of each of the eight domains:</p> <ul style="list-style-type: none"> • Health – Knowledge of current or past medical difficulties that may affect educational performance • Vision – Screening and follow-up of visual problems that may interfere with testing or educational performance • Hearing – Screening and follow-up of auditory problems that may interfere with testing or educational performance • Academic Performance – Belief that suspected disability negatively impacts academic performance • Social/Emotional Status – Known or suspected social or emotional factors that may negatively impact the student's educational performance • General Intelligence – Suspicion that student may have a cognitive disability • Communication Status – Suspicion that 	<p>SPED Teacher Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Clarification needed</p>

III. EVALUATION AND DETERMINATION OF ELIGIBILITY

CHARTER SCHOOL NAME	ISBE REQUIREMENTS	CHARTER SCHOOL PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME AND TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Connected Futures Academies</p>	<p>c) Timelines – describe how timelines are or will be met for:</p> <ul style="list-style-type: none"> c.1 initial evaluation; c.2 yearly review or c.3 development of IEPs; c.4 tri-annual reevaluations; c.5 sending required Notice and Consent forms to parents; and c.6 progress reported on IEP annual goals. 	<p>CFA timelines are described below:</p> <ul style="list-style-type: none"> c.1: Initial Evaluation: <ul style="list-style-type: none"> - Within 14 School Days after receiving a request for an evaluation, the CFA IEP Team determines whether an evaluation is warranted. - Notification of the IEP Team's conclusions is sent to the parent, adult-age student or legal guardians, educational surrogate, etc., within the 14 School Day Period and if the decision is to move forward request the parent, adult-age student or legal guardians, educational surrogate, etc., consent to conduct the needed assessments. - Upon completion of the assessments and no later than 60 school days following the date of written consent from the parent, adult-age student or legal guardians, educational surrogate, etc., to perform the needed assessments, the determination of eligibility is made and the IEP Meeting completed. c.2: Yearly Review <ul style="list-style-type: none"> - The CFA IEP Team reviews the student's IEP quarterly progress monitoring, to determine whether the annual goals for the student are being achieved; and revises the IEP, as appropriate, to address any lack of expected progress toward the annual goals. c.3: Development of IEPs <ul style="list-style-type: none"> - The case manager is responsible for facilitating communication with the parent, adult-age student or legal guardians, educational surrogate, etc., to guide the process of ensuring the mandatory Annual Review IEP conference. - Case Managers take steps to ensure that the parent, adult-age student or legal guardians, 	<p>SPED Teacher Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Clarification needed</p>

IV. PARENTAL INVOLVEMENT

CHARTER SCHOOL NAME	IV. PARENTAL INVOLVEMENT			FOR ISBE USE ONLY
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<p>Describe the provisions for parent involvement in the Special Education process, indicating what efforts are made for parental education, notification and participation.</p>	<p>CFA ensures that the IEP Team for each student with a disability includes parent, adult-age student or legal guardians, educational surrogate, etc., (34 CFR 300.322)</p> <p>In the case of Homeless Students, CFA has a Homeless Coordinator to ensure that Homeless Student Rights and Unaccompanied Youth are guaranteed and that an individual trained and appointed as an Educational Surrogate through the ISBE Parents Educational Surrogate Page and Request Form is appointed and trained to exercise special education rights on behalf of children with disabilities who are wards of the Illinois Department of Children and Family Services (DCFS) or are otherwise without access to parents.</p> <p>The CFA IEP Team takes steps to ensure that parent, adult-age student or legal guardians, educational surrogate, etc., with a disability are present at each IEP Team meeting or are afforded the opportunity to participate (34 CFR 300.501) including the ability to participate in the identification, evaluation, and educational placement of the student; and the provision of FAPE to the student.</p> <p>If neither parent, adult-age student or legal guardians, educational surrogate, etc., cannot participate in a meeting in which a decision is to be made relating to the educational placement of their student, the CFA IEP Team uses other methods to ensure their participation, including individual or conference telephone calls, or video-conferencing, where applicable.</p> <p>If the CFA IEP Team is unable to obtain the parent, adult-age student or legal guardians, educational surrogate's, etc., participation in an educational decision, then the CFA IEP Team keeps a record of its attempt to ensure their involvement. (Authority: 20 U.S.C. 1414(e), 1415(b)(1))</p>	<p>Case Manager</p> <p>Site Director</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Clarification needed</p>	

V. LEAST RESTRICTIVE ENVIRONMENT

CHARTER SCHOOL NAME
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<p>Indicate how the full range of Special Education environment and related services in the Least Restrictive Environment will be determined.</p>	<p>Provision of Services in Least Restrictive Environment (34 CFR 300.114 (a),(a2i),(a2ii)); YCCS supports the right of students with disabilities to be educated with non-disabled students to the maximum extent possible. A placement based solely on the category of disability is prohibited. (34 CFR 300.114 (a),(a2ii));</p> <p>If the IEP team determines that the student's educational goals and objectives as specified in the IEP, cannot be achieved satisfactorily in the regular education environment, even with the use of supplementary aids and services, the IEP team will recommend a special education placement in a more restrictive environment where the goals and objectives can be satisfactorily achieved.</p> <p>(34 CFR 300.116 (a1)); (IAC SECTION 226.540) As members of the CFA IEP Team, the parent, adult-age student or legal guardians, educational surrogates, etc., are actively sought after to be involved in providing information about the student and in formulating placement decisions.</p> <p>Determining Educational Placement (34 CFR 300.114 THROUGH 34 CFR 300.116); (34 CFR 300.327); (34 CFR 300.501)</p> <p>In determining any educational placement of a student, the CFA IEP Team:</p> <ol style="list-style-type: none"> a. Carefully reviews the completed IEP of the student; b. Identifies and documents pertinent information from a variety of sources including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; c. Understands that students have choice in 	<p>Director of Education Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Clarification needed</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Connected Futures Academies

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<p>a) Services – describe how all services and resources required by a student's IEP will be provided, including but not limited to accommodations, LRE setting, and related services;</p> <p>Provide assurance that in compliance with state and federal law, (i) the charter school will not discriminate based upon a child's need for special education services; and (ii) any decision made that a child will not be educated at the Charter School because of the need for special education and related services will only be made after the IEP team's consideration of the educational environment options (taking into consideration all available educational resources such as accommodations AND related services) and the IEP team's determination that the Charter School's educational program and services do not meet the child's individual needs.</p>	<p>SERVICES</p> <ul style="list-style-type: none"> • CFA supports the right of students with disabilities to be educated with nondisabled students to the maximum extent possible. • A placement based solely on the category of disability is prohibited. • If the IEP team determines that the student's educational goals and objectives as specified in the IEP, cannot be achieved satisfactorily in the regular education environment, even with the use of supplementary aids and services, the IEP Team will recommend a special education placement in the least restrictive environment where the goals and objectives can be satisfactorily achieved. • IEP students will be allowed to participate with non-disabled students in non-academic and extracurricular activities (including meals, recess periods, athletics, clubs and recreational activities) to the maximum extent appropriate to meet the needs of the student. • As members of the IEP Team, the parent, adult-age student or legal guardians, educational surrogates, etc., are actively involved in providing information about the student and in formulating placement decisions. <p>Placement Options:</p> <ul style="list-style-type: none"> • CFA take steps to ensure that students with disabilities have equal access to the variety of educational programs and services available to non-disabled students. • Steps taken by the IEP Team to ensure the availability of regular educational programs and services to students with disabilities may include but not be limited to: 	<p>Case Manager</p> <p>Site Director</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Clarification needed</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

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<p>b) Functional Assessments of Behavior – describe this provision;</p>	<p>CFA serves students ages 16-21 with multiple barriers: dropouts; truants; teen parents; victims of violence; gang involvement; high poverty; homelessness; and, health and mental disabilities. CFA students have high turnover and mobility rates.</p> <p>As a result, CFA seeks to create a consistent set of expectations for student behavior for all campuses and all students and to outline the interventions and consequences for students who engage in inappropriate behavior so as to reinforce positive behavior and provide students with opportunities to develop appropriate behavioral skills.</p> <p>Any student whose behavior is not managed by routine interventions, students who have emotional disabilities, students who are suspended for 10 days or less, students who have had more than two restrictive interventions during a 30-day period and students who have behaviors that interfere with other students' learning should have a FUNCTIONAL BEHAVIOR ANALYSIS (FBA) developed.</p> <p>The FBA analyzes the student's behavior in different settings, identifies what purpose the negative behavior serves and shows how that behavior impacts misconduct reports, discipline referrals and suspensions.</p> <p>The data documented through the FBA identifies antecedent behaviors, consequences after the behavior occurs, and data-driven evidence from which to develop a Behavior Plan that will help the student change behaviors.</p> <p>The Functional Behavior Analysis presents a picture of those behaviors that grossly interfere with learning and provide information of how frequent and when that behavior occurs, how intense or severe that behavior is and how long it lasts.</p>	<p>Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Clarification needed</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

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<p>c) Behavior Intervention Plans – describe how these will be implemented;</p>	<p>RtI provides a framework for Campus-Wide Behavioral Systems that promote student success.</p> <p>Tier I interventions are universal interventions for the entire campus environment and for classroom management.</p> <p>They involve establishing positive, campus-wide behavior expectations, teaching behavior expectations and establishing campus-wide recognition and reward systems.</p> <p>CFA instructors establish classroom expectations, teach classroom expectations and routines, use positive reinforcement, proximity control, attending cues, and alpha commands for redirection.</p> <p>Tier II Interventions are more tailored to the individual student.</p> <p>The Behavior Team at each campus focuses on identifying, planning, and progress monitoring individual student behavior through “Check-In/Check Out Practices which increase opportunities for success, increase reinforcement for compliance and involve the student in self-monitoring and self-assessment.</p> <p>The campuses use a variety of interventions. Among them are: Life Skills Training; Substance Abuse Programs; Developing a Positive Self-Concept; Avoiding Peer Pressure; and Dealing with Anxiety.</p> <p>Since many of our students are victims of violence or witnesses of violence, violence prevention programs are part of the curriculum. Conflict resolution and Stop and Think are also used.</p>	<p>Director of Education</p> <p>Case Manager</p> <p>Site Director</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Clarification needed</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME
Connected Futures Academies

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<p>d) Discipline – describe what and how discipline will be managed with special education students;</p>	<p>Discipline and Due Process: CFA discipline policy is in alignment with CPS Uniform Discipline Code and ensures due process and the notification and inclusion of parents/guardians in the process of changing behavior. There is Zero Tolerance for physical violence of any sort at all CFA campuses. Due Process for Discipline Violations</p> <ul style="list-style-type: none"> The campus official assesses the information gathered through the investigation, determines whether the student's behavior falls within the scope of the Policy, identifies the student's misconduct among the list of inappropriate behaviors and determines whether the student's behavior should be addressed by the Policy. If the Policy applies, the campus official informs the student of the allegation(s) being made and the range of sanctions the student faces. <p>The student has an opportunity to respond to the charges and the campus official makes a reasonable effort to contact the parent, or legal guardians, educational surrogates, etc., to alert him/her to what is happening before any sanction is enacted.</p> <p>No disciplinary action is taken against a student before the student has been afforded the opportunity to respond to the allegations.</p> <ul style="list-style-type: none"> If necessary, and only after a reasonable effort has been made to contact the student's parent, or legal guardians, educational surrogates, etc., the Chicago Police Department will be notified. Campus administrators inform the student and the parent or legal guardians educational surrogates 	<p>Director of Education Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Clarification needed</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

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Connected Futures Academies

ISBE REQUIREMENTS	CHARTER SCHOOL PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME AND TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>e) Transition planning – describe the methods used for agencies' involvement, participation of agencies in IEPs, and tracking post-graduation implementation;</p>	<p>(34 CFR 300.43), (34 CFR 300.321)</p> <p>Transition Planning</p> <p>CFA has designed a coordinated set of activities for students with disabilities designed to be results-oriented and focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.</p> <p>The Transition Plan is based on the individual student's needs, taking into account the student's strengths, preferences, and interests and includes instruction, related services, and community experiences.</p> <p>CFA provides instruction to help students develop employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. (Authority: 20 U.S.C. 1401(34))</p> <p>The CFA IEP Team in accordance with 34 CFR 300.320(b); will conduct a meeting for the purpose of the consideration of the postsecondary goals and transition services for the student.</p> <p>The CFA IEP Team will invite the student and identify any other agency that will be invited to send a representative specific to postsecondary education and/or training.</p> <p>CFA will track post-graduation transition</p>	<p>Director of Education</p> <p>Case Manager</p> <p>Site Director</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Clarification needed</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Connected Futures Academies

ISBE REQUIREMENTS	CHARTER SCHOOL PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME AND TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>f) Transportation – describe provisions for this service:</p>	<p>(34 CFR 300.34(c)(16) Special Transportation If required to provide special transportation for a student with a disability, via the IEP, CFA in conjunction with CPS will provide transportation that includes travel to and from school and between schools, travel in and around school buildings and specialized equipment such as special or adapted buses, lifts, and ramps) (Authority: 20 U.S.C. 1401 (26)).</p>	<p>Director of Education Case Manager Site Director CPS - Specialized Support Administrator (SSA)</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Clarification needed</p>

VI. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

CHARTER SCHOOL NAME

Connected Futures Academies

ISBE REQUIREMENTS	CHARTER SCHOOL PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME AND TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>g) Extended School Year – describe how extended school year services will be provided.</p>	<p>34 CFR 300.106 Extended School Year Services</p> <p>The CFA IEP Team ensures that extended school year services are available as necessary to provide FAPE if a student's IEP Team determines, on an individual basis, in accordance with 34 CFR 300.320 through 300.324, that the services are necessary for the provision of FAPE to the student.</p> <p>CFA does not limit extended school year services to particular categories of disability; or unilaterally limit the type, amount, or duration of those services. Extended School Year Services means special education and related services are provided to a student with a disability beyond the normal school year of CFA.</p> <p>The ESY services are in accordance with the student's IEP and at no cost to the parents of the student and meet the standards of the Illinois State Board of Education. (Authority: 20 U.S.C. 1412(a)(1))</p>	<p>Director of Education Case Manager Site Director CPS - Specialized Support Administrator (SSA)</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Clarification needed</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME

Connected Futures Academies

ISBE REQUIREMENTS	CHARTER SCHOOL PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME AND TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>a) ISAT/PSAE/IAA Determination – indicate how ISAT/PSAE/IAA testing is determined by the IEP team;</p>	<p>Participation in Assessments (IAC SECTION 226.230(a2))</p> <p>Students must be tested at the grade in which they are officially enrolled.</p> <p>Students with disabilities will participate in statewide (PLAN, EXPLORE, PSAE) and district-wide assessments (PRE-Compass, STAR, TABE) in one of the following ways:</p> <ol style="list-style-type: none"> 1. If determined appropriate by the CFA IEP team, a student with a disability will participate in statewide and district-wide assessments without accommodations or modifications. 2. As determined and documented on the student's IEP, the student with a disability will participate in statewide and district-wide assessments with accommodations or modifications. 3. If the IEP determines that a student has significant cognitive disabilities with intellectual functioning well below average (typically associated with an IQ below 55) and that exists concurrently with impairments or deficits in adaptive functioning that student is exempt from the PSAE and should be recommended for the Illinois Alternative Assessments. <p>CFA teachers participate in two trainings per year to properly identify students who will need accommodations and modifications, completing the necessary PSAE Forms for accommodations and modifications, and training on proctoring the exams.</p>	<p>Case Manager Site Director</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Clarification needed</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME	ISBE REQUIREMENTS	CHARTER SCHOOL PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME AND TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Connected Futures Academies</p>	<p>b) ISAT/PSAE accommodations – indicate how ISAT/PSAE accommodations will be made for students with disabilities whose IEPs require accommodations;</p>	<p>SAT/PSAE Accommodations</p> <p>The accommodations will be reflective of the student's learning characteristics.</p> <ol style="list-style-type: none"> 1. If determined appropriate by the CFA IEP team, a student with a disability will participate in statewide and district-wide assessments without accommodations or modifications. 2. As determined and documented on the student's IEP, the student with a disability will participate in statewide and district-wide assessments with accommodations or modifications. 3. If the IEP determines that a student has significant cognitive disabilities with intellectual functioning well below average (typically associated with an IQ below 55) and that exists concurrently with impairments or deficits in adaptive functioning that student is exempt from the PSAE and should be recommended for the Illinois Alternative Assessments. <p>CFA teachers participate in two trainings per year to properly identify students who will need accommodations and modifications, completing the necessary PSAE Forms for accommodations and modifications, and training on proctoring the exams.</p>	<p>Case Manager</p> <p>Site Director</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Clarification needed</p>

VII. PARTICIPATION IN ASSESSMENTS

CHARTER SCHOOL NAME	ISBE REQUIREMENTS	CHARTER SCHOOL PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME AND TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Connected Futures Academies</p>	<p>c) Student Achievement – Cite data that demonstrates increased student academic achievement for students with disabilities. If the charter school cannot demonstrate increased student academic achievement for students with disabilities, the charter school should describe any specific strategies it will utilize to address low student achievement among this student population.</p>	<p>STUDENT ACHIEVEMENT DATA SPECIAL EDUCATION READING & MATH GAINS BASED ON SPED STABLE POPULATION (STUDENTS WHO HAD A PRE- AND POST READING TEST</p>	<p>Director of Education Case Manager Site Director CPS - Specialized Support Administrator (SSA)</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Clarification needed</p>

VIII. CONFIDENTIALITY OF RECORDS

CHARTER SCHOOL NAME
 Connected Futures Academies

ISBE REQUIREMENTS	CHARTER SCHOOL PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME AND TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Provide method of access to records, access controls in place, and guidelines for appropriateness of special education documents in temporary files.</p>	<p>CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION</p> <p>A. (105 ILCS 10/4(a)); (34 CFR 300.610 THROUGH 34 CFR 300.6270); (IAC SECTION 226.710 (b)(3)); (IAC SECTION 226.740)</p> <p>The Special Education Department will take all reasonable measures to ensure compliance with the confidentiality requirements of the Illinois School Code, Illinois School Student Records Act, Individuals with Disabilities Education Act Amendments of 1997, Illinois Mental Health and Developmental Disabilities Confidentiality Act, and Family Educational Rights and Privacy Act.</p> <p>B. The Special Education Department shall assume responsibility for ensuring the confidentiality of any personally identifiable information and shall:</p> <ol style="list-style-type: none"> (34 CFR 300.613 (a)(1)) Respond to any request for inspection and review of an education record, including a request for a copy of an education record; (34 CFR 300.613 (b)(1)) Respond to any request for an explanation or interpretation of an education record; (34 CFR 300.618 (b)) Respond to any request to amend or destroy an education record; (34 CFR 300.613 (a)(1)) Respond to any request to disclose or release personally identifiable information and/or school student records; (34 CFR 300.613) Keep a record of parties obtaining access to education records (except access by parents and authorized employees of the school district), including the name of the party, the date access took place, and the purpose of the authorized use. 	<p>Director of Education Case Manager Site Director</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Clarification needed</p>

IX. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME

Connected Futures Academies

ISBE REQUIREMENTS	CHARTER SCHOOL PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME AND TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Describe how the charter school will perform background checks as well as credential verification of its prospective special education personnel.</p>	<p>Criminal Background Checks CFA requires prospective special education personnel to have criminal background checks. CFA provides prospective special education personnel with a Background Investigation Authorization and Release Form for new employees and individuals whom they wish to hire to CFA at the beginning of each school year. CFA administrative staff transmits the Background Investigation Authorization and Release Forms to CPS Bureau of Safety and Security. CFA policies require that campuses cannot hire any individual who has not passed the criminal background check.</p>	<p>Director of Finance & Operations</p>	<p><input type="checkbox"/> Approved <input type="checkbox"/> Clarification needed</p>

X. SPECIAL EDUCATION PERSONNEL

CHARTER SCHOOL NAME	ISBE REQUIREMENTS	CHARTER SCHOOL PROPOSED STEPS FOR IMPLEMENTATION OF SERVICES ACCORDING TO REQUIRED INFORMATION	NAME AND TITLE OF STAFF AT CHARTER SCHOOL AND DISTRICT WHO WILL WORK IN PARTNERSHIP TO ENSURE IMPLEMENTATION OF SERVICES	FOR ISBE USE ONLY
<p>Connected Futures Academies</p>	<p>Describe how the charter school will determine class size to remain in compliance with federal and state requirements.</p>	<p>SECTION IX-CLASS SIZE</p> <p>General Education:</p> <p>No more than 30% per class period (40% if co-taught and special education teacher present for the entire time for over 30%)</p> <p>Separate Special Education Classroom with Average Range of Service 20% or Less</p> <ol style="list-style-type: none"> 1. Fifteen Students To 1 Teacher <p>Separate Special Education Classroom with Average Range of Service 20% or Less</p> <ol style="list-style-type: none"> 1. Sixteen or Seventeen Students 2. One Teacher 3. One Paraprofessional <p>Separate Special Education Classroom with Average Range of Service 21% To 60%</p> <ol style="list-style-type: none"> 1. Ten Students 2. One Teacher <p>Separate Special Education Classroom with Average Range of Services 21% To 60%</p> <ol style="list-style-type: none"> 1. Sixteen or Seventeen Students 2. One Teacher 3. One Paraprofessional <p>Separate Special Education Classroom with Average Range of Service 61% or More</p> <ol style="list-style-type: none"> 1. Eight Students 2. One Teacher <p>Separate Special Education Classroom with Average Range of Service 61% or More</p>	<p>Director of Education</p> <p>Case Manager</p> <p>Site Director</p> <p>CPS - Specialized Support Administrator (SSA)</p>	<p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Clarification needed</p>



Office of New Schools
Chicago Public Schools
125 S Clark St, 10th Floor
Chicago, IL 60603

L.I.B.E.R.A.T.E.D. INC. 501c3

September 29, 2013

Dear CEO Barbara Byrd-Bennett;

I greet you in the matchless name of Jesus Christ and I pray that this missive finds you in great spirit and health.

The purpose of this communiqué is to express our delight with the partnership betwixt Liberated Inc, Helping Hands of Englewood and Connected Futures Academies. This collaboration is a direct extension of the community's vision for quality education in the Englewood community which we have share at work together at lengths under your tenure as CEO.

Connected Futures Academies (CFA) plans to open a Choice (alternative) school in the community of Englewood, in which I am proud to serve; this will be a significant asset in our collective efforts to stem the tide of violence and despair with simultaneously offering alterative education. As our communities struggle with violence and concerns about public education, I believe that Connected Futures Academies plans to partner with the faith based community to serve those that are lost and in need of direction merits serious consideration. It is not enough for our youth to achieve just a high school diploma; it is imperative that we prepare them for opportunities that may lead to gainful employment. Connected Futures Academies has a plan that I can support and will be an integral part in their implementation.

All of the organization in which I give governance to {Liberation Christian Center, Liberated Inc and Helping Hands of Englewood} are prepared to support CFA's work by providing volunteers / mentors, instructional space, and assist in leveraging all community resources to help redirect our community's youth on to a path that will lead to employment, ultimately transforming the community that we serve.

I have faith that you will also feel that supporting CFA's plans can be another strategy that CPS can use to educate those that have not found success in the traditional public school.

In Him

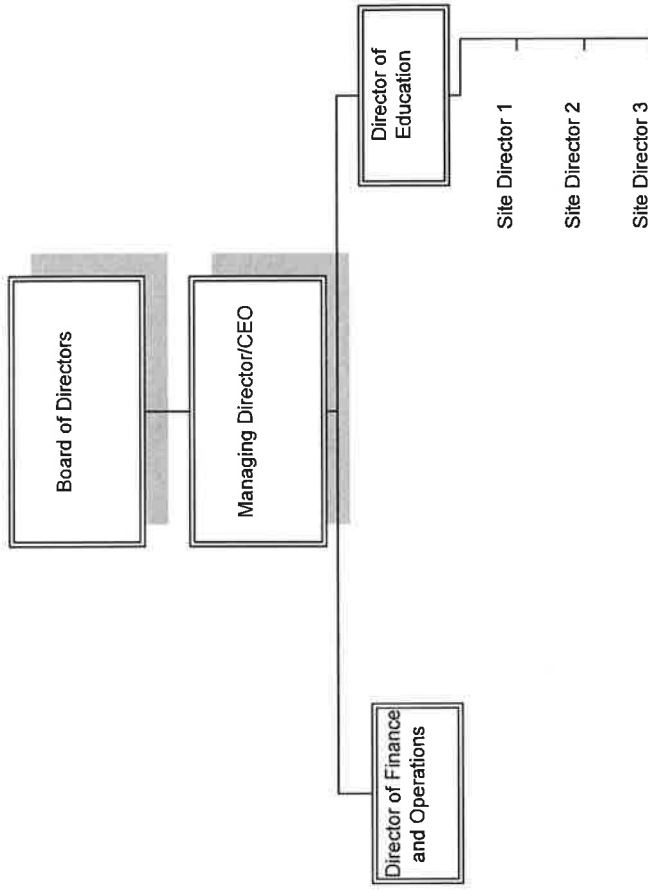
+Bishop James E. Dukes, D.Min, MA

Liberation Christian Center, Senior Pastor
Liberated Inc, CEO
Helping Hands of Englewood, Chairman



7400 S. Michigan Chicago, IL 60619
773-436-7940 Phone 773-436-7933 Fax

Connected Futures Academies





**Newmark
Knight Frank**

500 West Monroe Street, Suite 2900
Chicago, Illinois 60661

T 312.698.6700
F 312.224.3168

September 30, 2013

Mr. Peter J Negro
Illinois Medical District
2100 West Harrison St.
Chicago, IL 60612

**RE: LETTER OF INTENT – CONNECTED FUTURES ACADEMIES (CFA)
AS TENANT IN 1300 S PAULINA (BUILDING)**

Dear *Peter*:

As the exclusive real estate advisor to Connected Futures Academies (CFA) (“Tenant”) it is our pleasure to submit a Letter of Intent to Lease school/office space in the Building. In your response please provide additional detail to incomplete items below.

1. **Lessor:** Illinois Medical District
2. **Premises:** Tenant requires the entire building of approximately 27,000 rentable square feet of space on the 1st, 2nd, 3rd and 4th floors and the associated parking lots to the north and south of the building.

All negotiations will take place in aggregate dollars based upon 27,000 sf of rentable space within the building which will be deemed to constitute the entire building. No adjustments to the rent, TI allowance or other negotiated terms will be based upon revised square footage.
3. **Lease Term / Commencement:** Possession of the premises will occur on the sooner of CPS’ award of a charter for the location or November 1, 2013 to allow for construction. Rent shall commence on June 1, 2014. Lease will terminate on May 31st, 2019.
4. **Rental Rate:** \$12.00 per square foot on a net basis with annual escalation of \$0.25 psf starting after year three (3) of the lease term
5. **Building Operating Expenses:** Please include an itemized breakdown of the Building’s operating expenses for the past three (3) years as well as projections for the current year.
6. **Real Estate Taxes:** Please confirm the taxes exempt status of the building. Tenant is a 501-C3 and is eligible to continue said tax except status should it still exist.

7. **Tenant Allowance:** Tenant shall receive a Tenant Improvements allowance of \$3 psf for year one at lease commencement.
8. **Timing Constraints:** Please specify any circumstances which may cause a delay in delivering the space or signing a lease document (i.e. IMD board approval, condition of Premises, construction timetables, etc.).
9. **Power Costs:** Tenant shall be responsible for payment of power cost to ComEd, Peoples Gas, and the City of Chicago Water Department from the point of occupancy. Tenant shall not be responsible for any delinquent payments or payments that are in the rears prior to taking occupancy.
10. **Base Building:** Landlord will be responsible for roof, structure, major building exterior components currently in place.
11. **Construction:**
- Contractor/Bids: Tenant shall have the right to bid the construction of the Tenant improvements to a minimum of three (3) general contractors. Tenant shall have the sole right to award the construction contracts subject only to Landlord's and Landlord's approval of the contractor, which approval shall not be unreasonably conditioned, delayed or withheld.
- Fees and Other Costs: Regardless of the contractor selected, Landlord shall not charge Tenant any fee, or impose any cost upon tenant, associated with Landlord's design review, supervision or staging of construction. In addition, during normal business hours for the duration of the construction period, fixturing period, and move-in, tenant shall be allowed to use, at no cost to tenant, the freight elevator for the purpose of hoisting materials, equipment and personnel to the Premises. Landlord shall allow temporary power, material staging area, dock space, dumpster space, restroom facilities and access into and out of the truck docks during the construction period at no cost to tenant. Additionally, Landlord shall not charge tenant any fee, or impose any cost upon tenant, for alterations and improvements after initial occupancy.
- This construction period shall be extended for force majeure, excusable delays or delays caused by lessor, except that such delays shall not apply to delays solely caused by lessee.
- Restoration: Tenant shall not be required to remove any alterations or improvements from the Premises, included but not limited to offices, cabling, LAN room and associated fixtures, at the expiration of the lease term which are found in other tenant installations in Chicagoland.

- 12. Option to Extend:** Tenant shall have two (2) options to renew the term of the lease for five (5) years for any or all of the space then under lease by Tenant in the Building upon nine (9) months prior written notice and under the same terms and conditions except for the rental rate which will be the greater of the Fair Market Value for similar space or the than escalated rental rate..
- 13. Sublease & Assignment:** Tenant reserves the right to substitute any of its subsidiaries, its parent company(ies), their subsidiaries, sub contractors or affiliates as occupants of the Premises without the Landlord's consent subject only to the Master Lease.
- 14. Security Deposit:** None
- 15. Signage and Marketing:** Subtenant shall have signage in the lobby and the directory.
- 16. Capital Improvements:** To be further discussed
- 17. Parking:** Tenant shall have control of the entire parking lots to the north and south of the Building.
- 18. Janitorial:** Tenant, at Tenant's sole cost and expense, shall clean Tenant's Premises.
- 19. Hazardous Materials:** Please provide any information concerning any hazardous materials, including but not limited to asbestos and mold, in or about the Premises or Building. Specific hazardous materials language shall be addressed in more detail in the lease document.
- 20. Compliance with Laws:** The Premises shall be delivered to Tenant in accordance with all governmental regulations (i.e. ordinances, codes and laws, including the Americans with Disabilities Act). Tenant shall not pay, as an operating expense or capital improvement, any of the expenses of bringing the Building into compliance with current or future regulations.
- 21. Access and Security:** Subtenant shall have 24-hour per day, 365 day per year access to its Premises in the Building.
- 22. HVAC:** Subtenant as sole occupant is responsible for managing and maintaining the building and it's systems at their costs. .
- 23. Brokerage Commission:** Landlord shall negotiate method of compensation for brokerage fees with Newmark Grubb Knight Frank..

24. Non-Binding:

The contents of this letter do not constitute and will not give rise to any legally binding obligation on the part of any of the parties. Moreover, no past or future action, course of conduct, or failure to act relating to the possible transaction, or relating to the negotiation of the terms of the possible transaction or any definitive lease agreement, will give rise to or serve as a basis for any obligation or other liability on the part of the parties, unless and until a fully executed lease is executed and delivered by each party to the other.

We thank you for your prompt attention to the matter and look forward to receiving your response.

Sincerely,

NEWMARK KNIGHT FRANK



Greg Krzysko
312.224.3168



John Gaines
312.224.3158

Acknowledged by:



Title: CHIEF OPERATING OFFICER
Date: 09/30/2013



New Covenant

Missionary Baptist Church | Rev. Stephen J. Thurston, Pastor

754 East 77th Street | Chicago, Illinois 60619

Phone: 773.846.3700 | Fax: 773.846.5036

September 29, 2013

Office of New Schools
Chicago Public Schools
125 S. Clark St, 10th Floor
Chicago, IL 60603

CEO Barbara Byrd-Bennett:

Connected Futures Academies (CFA) plans to open a Choice (alternative) school in the community of Chatham, which I am proud to serve; this will be a significant asset in my ministry's efforts to stem the tide of violence and despair. As our communities struggle with violence and concerns about public education, I believe that Connected Futures Academies plans to partner with the faith based community to serve those that are lost and in need of direction merits serious consideration. It is not enough for our youth to achieve just a high school diploma, it is imperative that we prepare them for opportunities that may lead to gainful employment. Connected Futures Academies has a plan that I can support.

New Covenant Missionary Baptist Church is prepared to support CFA's work by providing volunteers / mentors, instructional space, and assist in leveraging all community resources to help redirect our community's youth on to a path that will lead to employment, ultimately transforming the community that I serve. I have faith that you will also feel that supporting CFA's plans can be another strategy that CPS can use to educate those that have not found success in the traditional public school.

Sincerely,

Reverend Dr. Stephen J. Thurston
Pastor



SWEET WATER FOUNDATION

501(c)(3) Non-profit

CONTACT US

email: emmanuel@sweetwaterfoundation.com

phone: 773-349-2489

29 Sept 2013

To whom it may concern:

As Executive Director of Sweet Water Foundation, I am pleased to offer this letter of support for the Connected Futures Academies (CFA) plan to open a new network of Choice (alternative) schools in the Greater Chicagoland Area.

At Sweet Water Foundation (SWF), our mission is to educate for resilient 21st century communities through sustainable urban agriculture practices. We deliver intergenerational and interdisciplinary educational programming, centered upon emerging technologies in urban agriculture with a focus on aquaponics, the symbiotic cultivation of plants and fish. Our programs are implemented mostly in underserved communities primarily in Chicago and Milwaukee. Since our founding in December 2009, our small but dedicated team has been recognized by IBM, NBC Nightly News, the UN Global Compact Cities Programme, the MacArthur Foundation, Mozilla Foundation, and Chicago Magazine. We have also been recognized by Chicago's Mayor Rahm Emanuel and Milwaukee's Mayor Tom Barrett for our efforts.

As our communities struggle with pandemic of violence and growing concerns about the health and education of our youth, Connected Futures Academies offers the potential to serve those that are lost and most in need of direction. The wholistic approach to education which incorporates real-world experiential and connected learning that Connected Futures Academies will offer falls directly in line with the type of education needed in order to secure our youth gainful employment that ultimately puts them on course for a myriad of 21st century career pathways.

Sweet Water Foundation believes that the vision of the Connected Futures Academies has the potential to foster and facilitate a new innovative and dynamic interaction within the schools themselves but also integrated into the greater community. The project would contribute to opportunities outside the usual classroom settings and reframe the students' responsibilities of active global citizens. The project offers the promise of building a bridge between a community and university that supports and constructs the vision for 21st century neighborhoods.

With Kind Regards,

Emmanuel Pratt
Executive Director,
Sweet Water Foundation